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COMMITTEE MEETING  
STATE OF CALIFORNIA  
INTEGRATED WASTE MANAGEMENT BOARD  
EDUCATION AND PUBLIC OUTREACH COMMITTEE

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PETERS SHORTHAND REPORTING CORPORATION (916) 362-2345

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Tom Estes, Supervisor, Office of Public Affairs

Selma Lindrud, Committee Secretary

Chris Peck, Supervisor, Office of Public Affairs

Pat Schiavo, Deputy Director

Frank Simpson, Deputy Director

ALSO PRESENT

Gerald Lieberman, Director, State Education Environment  
Round Table

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1 PROCEEDINGS

2 CHAIRPERSON PEACE: Good morning. Welcome to  
3 the Education and Public Outreach Committee.

4 Selma, I guess we're ready to begin. Please call  
5 the roll.

6 SECRETARY LINDRUD: Moulton-Patterson?

7 COMMITTEE MEMBER MOULTON-PATTERSON: Here.

8 SECRETARY LINDRUD: Washington?

9 COMMITTEE MEMBER WASHINGTON: Here.

10 SECRETARY LINDRUD: Peace?

11 CHAIRPERSON PEACE: Here.

12 And thank you. At this time please put your cell  
13 phones and pagers on quiet mode. There are agendas and  
14 speaker slips in the back. If you'd like to address the  
15 Committee, please bring your speaker slip to Ms. Lindrud  
16 to my right.

17 Linda, any ex partes?

18 COMMITTEE MEMBER MOULTON-PATTERSON: No. I'm up  
19 to date. Thank you.

20 CHAIRPERSON PEACE: Carl.

21 COMMITTEE MEMBER WASHINGTON: I'm up to date.

22 CHAIRPERSON PEACE: And I'm up to date.

23 Ms. Broddrick, are you ready to give your  
24 Director's report?

25 DEPUTY DIRECTOR BRODDRICK: Sure am. I'm Tricia

1 Broddrick with the Office of Integrated Environmental  
2 Education. And this first item is my Director's update  
3 for the last two months, since we didn't have a Committee  
4 meeting in September -- October I guess it would be. It's  
5 hard to believe it's November already.

6 CHAIRPERSON PEACE: Yeah. The holidays are right  
7 upon us.

8 DEPUTY DIRECTOR BRODDRICK: Quickly. At any  
9 rate, I have a few items I'd like to share with you about  
10 what staff has been working on and some accomplishments as  
11 well. The first is we just wrapped up the last training  
12 institute for our grant recipients. The 22 school  
13 districts that were part of the school DEEL program took  
14 place at the end of September and we had three districts  
15 participate; Beverly Hills, Hawthorne, and Los Angeles  
16 Unified School District. And staff was very excited  
17 because Board Member Washington showed up and stayed quite  
18 a long time I heard. And they were very excited to share  
19 the program with you and to hear some feedback on your  
20 impressions of the program and what they're working on.

21 All of the institutes have completed, and at this  
22 time the grant recipients are working with our consultants  
23 as well as our staff and the staff from OLA, the Division  
24 of Planning and Local Assistance, in putting together  
25 their final work plans, the final budget revisions. Their

1 were some augmentations to the grants that had taken  
2 place.

3           And for our unified education strategy grant  
4 recipients -- these are the new programs. They're  
5 actually working on their campus needs assessments which  
6 are instructional materials the teachers use where the  
7 students themselves conduct the assessment or audits of  
8 their campus waste programs, energy programs, in some  
9 cases water programs as well.

10           We have been working real diligently on a  
11 curriculum project that I just want to quickly mention to  
12 you as well. We're calling this curriculum project the  
13 E-text connection. And one of the difficulties that  
14 educators have been having is that there's a strong push  
15 in education to focus on standards-based education,  
16 particularly utilizing the tools of the textbookss. This  
17 doesn't bode well for our instructional materials which  
18 have been considered supplemental.

19           We have offered up correlation documents to the  
20 teachers for our Closing the Loop curriculum and Earth  
21 Resources, and it shows where our curriculum, in fact, is  
22 connecting to the standards in all of the content areas,  
23 social science, math, language arts, and science as well.  
24 However, that's an extra step for teachers to take those  
25 materials and to align them with their textbooks and to

1 use them.

2           We're doing that for them. We're focusing on  
3 fourth, fifth, and sixth grade adopted textbookss. This  
4 way the teachers can go into our website, press on --  
5 let's say they're a fifth grade teacher. The program asks  
6 them what textbook they use in science. If they use  
7 Harcourt Mifflin, they press on that, and then it will  
8 profile our lessons in Closing the Loop where it  
9 interfaces with the text in our textbooks where our  
10 program and our lessons can be extension to the textbooks  
11 itself. So it's very hands-on, very easy, teacher  
12 friendly and hopefully will enhance their instruction from  
13 a standards-based approach.

14           I've been working very hard with the State  
15 Resources -- Water Resources Control Board. They have a  
16 \$5 million contract with Rogers and Associate to focus on  
17 Los Angeles in developing a storm water program. It has a  
18 K-12 component, and I've been providing a little bit of  
19 oversight and technical assistance.

20           In addition, I've been working with some of their  
21 staff in rewriting permit language for the NPDS, the  
22 non-point source pollution permits. That's been very  
23 exciting. Some of the regional boards are requiring local  
24 municipalities to incorporate K-12 instruction as part of  
25 the permit itself. And in the past it's been more along

1 the lines of educating 50 percent of the K-12 population  
2 within two years. We're moving away from the quantitative  
3 education and trying to make it more qualitative.  
4 Meaning, have the Regional Board and the local  
5 municipalities work with the schools in doing meaningful  
6 education program and providing some materials so that  
7 that happens. So we've been working diligently on that.

8           It looks like this will work out really well  
9 because those are Phase One permits. Phase Two permits  
10 actually focus on school districts themselves. So we're  
11 working to change the language for the school districts  
12 which require them to work with the municipalities. So  
13 now we have a reciprocity where it's required that both  
14 sides work together to create a meaningful program. So  
15 that's been a very exciting project.

16           We have had discussions, as I'm sure most of you  
17 are aware of, with the State and Consumers Services Agency  
18 about potentially working with them on their state public  
19 utility commission grant and actually possibly taking on  
20 the energy program. That will be something that will have  
21 to be evaluated in the future. But we've had a lot of  
22 meetings about that.

23           I attended a Fish and Wildlife think tank which  
24 maybe doesn't seem like it's appropriate, but as part of  
25 the integrated education program, we haven't had a lot of



1 interface with resources agencies' programs and their  
2 departments. The Department of Fish and Game is very  
3 interested in expanding their education program and they  
4 heard about us. And they heard about the legislation,  
5 both SB 737 and AB 1548, and they said, "You know, we  
6 don't want to be redundant. We recognize your program as  
7 being the leader in education. We have this grant from  
8 U.S. EPA and the Fish and Wildlife Service. Will you come  
9 down?" And they paid my way and participated in a two-day  
10 think tank and how programs that have focused on  
11 biodiversity and endangered species can interface in an  
12 integrated fashion in what we're trying to do here.

13           The outcome was they put together three different  
14 work groups that will be working electronically at first.  
15 And I did tell them I'd like to participate in the  
16 education work group. That would enhance and facilitate  
17 our cooperation with that sister agency over at Resources  
18 Agency to make sure we're all working together and not  
19 duplicating and overlapping and indeed taking and  
20 integrating a more systems approach to K-12 education on  
21 the environment.

22           I've also been working with the CalEPA and the  
23 Air Resources Board on a grant that was provided to them  
24 in collaboration with the Department of Health Services.  
25 And this will be a study on notification procedures and

1 messages and alternative activities for school districts  
2 in times of unhealthy air quality. We are working to  
3 incorporate an education component in that program that  
4 can be used as an alternative to regularly scheduled  
5 outdoor programs. They were focusing mostly on education  
6 of school districts where air quality is so bad that  
7 students shouldn't be outside. In fact, one out of seven  
8 children in Fresno carry inhalers. So when the air  
9 quality gets really bad, they should not be outside. So  
10 my suggestion was, okay, then maybe they need to learn why  
11 they can't be outside. Can we put together an education  
12 piece that brings them indoors and has them explore air  
13 quality issues and how they play a part in that and how  
14 they can help prevent it? That's what we're putting  
15 together.

16 I've been working on the border education  
17 project. We do have a Memorandum of Understanding between  
18 Mexico and California. I'm on the implementation team for  
19 that MOU. One of the things we've been focusing on is an  
20 international student conference. It's scheduled for  
21 January 2004. We're looking at developing an awards and  
22 recognition for border environmental education service  
23 providers, teachers, and programs themselves.

24 We have been working for the last year-and-a-half  
25 on a bi-national K-6 curriculum. That curriculum has been

1 completed. It's a cross-media curriculum. We have been  
2 working with teachers and environmental service providers  
3 down in Baja in Mexico to identify the concepts, to work  
4 with the teachers themselves about the content. We field  
5 tested them with the Baja teachers. So it's not going to  
6 be a curriculum that California and CalEPA working as a  
7 team, you know, pushes on them. It's been custom designed  
8 and finessed specifically for those teachers down there  
9 focusing on their environment. Not simply the natural  
10 environment, but their school environment, what kind of  
11 equipment they have, what kind of requirements and  
12 standards as well that they have. This will be  
13 translated, and then we will be offering workshops for  
14 them as well.

15           We had an office planning meeting. We did this  
16 once a year. That was just wonderful. It was two days.  
17 We look back over the last year, look at our successes,  
18 look at places where we can improve. And then we talk  
19 about the future. One of the things that we did decide  
20 and I wanted to bring it to the attention of the Committee  
21 is that we decided we're no longer going to be providing  
22 on a routine basis hard copies of our curricula. We're  
23 going to put things on the web. And teachers will have  
24 access to those materials. It reduces waste.

25           And in the past we required teachers to

1 participate in a workshop to require our curricula. But  
2 we're finding today that the programs are so impacted,  
3 they're so driven with standards and assessment. We don't  
4 want to provide an additional hurdle for those teachers to  
5 access our program. So from a resource perspective,  
6 because we don't have the staff and of course the funding  
7 is always an issue, and from the perspective of our  
8 stakeholders themselves and pressure they're under, we  
9 thought it would be best to go ahead and put those  
10 materials on the web. And then of course we will have the  
11 Closing the Loop curriculum on the web linked to the  
12 E-text connection so we'll actually provide the teachers a  
13 way of connecting those materials directly to their  
14 textbookss.

15 AB, 1548 I've been working very closely with the  
16 Board Chair's office as well as Committee Chair's office  
17 in coming up with a strategy for implementing the first  
18 step in that bill, which is, of course, the development of  
19 the principles. They're due July of 2004. We have been  
20 working trying to find a way of getting all of the various  
21 parties together and come to an understanding and  
22 agreement on the process. I will continue to work on  
23 that, and I'd like to bring updates to the Committee as  
24 that unfolds.

25 And I provided you with a couple of handouts.

1 This first one is copyright requests. If, indeed,  
2 imitation is the highest form of flattery, I think we  
3 should be proud. Those are not requests simply for copies  
4 of our materials. These are requests for permission to  
5 actually copy our lessons and incorporate them in their  
6 text, in their materials, in their curriculum, and in  
7 their program. And if you thumb through, you'll see  
8 they're from other states and other countries. We,  
9 indeed, are getting out there. We have every reason to be  
10 proud of the quality of the materials that we are  
11 producing. And I want to just to share some of those  
12 achievements with you. In fact, I had a meeting last year  
13 with a professor from the University of Kyoto in Japan. I  
14 sent him copies of our materials, and they're looking at  
15 the possibility of adopting those as well.

16 And finally, I think our Board Chair will be  
17 absolutely thrilled with this accomplishment. This was  
18 one of the things she's been pushing for for quite a long  
19 time. That's the incorporation of environmental content  
20 in textbooks adoption criteria. And AB 1548 requires that  
21 the environment be incorporated in textbooks adoption  
22 criteria. That means that any publisher who is writing a  
23 textbooks for California schools, this is the criteria  
24 that must be in the content of those books.

25 And we know with standard-based and

1 assessment-driven instruction the textbooks is everything.  
2 So if you're getting environmental concepts in that  
3 textbooks, you're doing really well. Well, 1548,  
4 unfortunately, there was a time gap problem. There was --  
5 the principles won't be done until July of 2004, however,  
6 the Curriculum Commission who reports to the State Board  
7 of Education had to have their textbooks criteria adopted  
8 by January of 2004. So I drafted a letter and had our  
9 Chair sign it and Secretary Hickox signed it, took it to  
10 the Curriculum Commission meeting last month and shared it  
11 with them. They put it in the public report and noted the  
12 disconnect in the time frame.

13           Some of the Commissioners said, "We don't need to  
14 address this since it's not a law yet." However, I got an  
15 opportunity to actually testify and reminded them that  
16 Senate bill 373 required that the State Board of Education  
17 incorporate environmental concepts in science framework  
18 and their blueprint for implementing standards is  
19 framework. In their discussion, they always refer to the  
20 framework as the foundation for creating that criteria for  
21 the textbooks. Okay. If we're in the framework by law  
22 and the State Board of Education put us in the framework,  
23 then we should be in the criteria. They put it in.

24           And I truly would like to thank our Chair for her  
25 relentless effort to make this happen, and it really has

1 paid off because not only is it not in the criteria, it's  
2 in Category One, which is science content. And if I can  
3 just read one section of it, it says, "Has ten items in  
4 which all textbook publishers must meet these criteria in  
5 the content of the textbooks itself for science. One of  
6 those is examples where directly supportive of the  
7 California science standards of principles of  
8 environmental protection, such as conservation of natural  
9 resources or pollution prevention. Such example should  
10 give direct attention to the responsibility of all people  
11 to create and maintain a healthy environment." That's  
12 awesome. So thank you.

13 COMMITTEE MEMBER MOULTON-PATTERSON: Thanks.

14 DEPUTY DIRECTOR BRODDRICK: It will go before the  
15 Curriculum Commission tomorrow for review. I plan to  
16 attend the meeting tomorrow at 2:30 in the afternoon just  
17 to see what finally happens. Then it goes to the State  
18 Board of Education for adoption.

19 And that concludes my report. Do you have any  
20 questions?

21 COMMITTEE MEMBER MOULTON-PATTERSON: Again,  
22 thanks to you and your staff for all your hard work. I  
23 think we've done some amazing things in education in the  
24 last four years.

25 DEPUTY DIRECTOR BRODDRICK: We really have.

1 COMMITTEE MEMBER MOULTON-PATTERSON: That's  
2 great.

3 DEPUTY DIRECTOR BRODDRICK: And we've got more to  
4 do.

5 COMMITTEE MEMBER MOULTON-PATTERSON: Yes.  
6 Thanks.

7 DEPUTY DIRECTOR BRODDRICK: What I'd like to do  
8 now is introduce Pat Schiavo from DPLA and we're going to  
9 roll into the next agenda item. He is going to be sharing  
10 with you some of the success stories from our grants from  
11 the school DEEL. And then his presentation will be  
12 followed by our consultant, Jerry Lieberman, who'd like to  
13 share with you some of the education achievements. If you  
14 have questions after those presentations, I or they would  
15 be happy to address those at that time. Thank you.

16 DEPUTY DIRECTOR SCHIAVO: Good morning. Pat  
17 Schiavo with the Diversion, Planning, and Local Assistance  
18 Division.

19 I'd like to start out by just letting you know  
20 that staff of the Office of Local Assistance Division has  
21 been working really hard to try to assist local  
22 jurisdictions in working with the school districts. It's  
23 really critical that we work through the local governments  
24 to assist these school districts and that we want to have  
25 sustainable long-term programs. We feel that's the best



1 way to leverage our resources as well as try to  
2 institutionalize the programs at the local level. So I'm  
3 just going to go and touch on some examples starting up in  
4 the northern part of California and working down  
5 geographically down to Imperial County. Again, I'll read  
6 some examples of what staff has been doing to assist the  
7 school districts.

8           We have in Humboldt County, the Humbolt School  
9 District has a new relationship that's been established.  
10 One of the school districts -- it's designed to implement  
11 a food scrap diversion program, and what they would do is  
12 take the food scraps at the school and then they could  
13 take them to a pig farm at a nearby prison and use the  
14 waste at the nearby pig farm. So that will be a good  
15 positive use.

16           In the San Juan Unified School District in  
17 Sacramento County, Sacramento County has secured a  
18 household hazardous waste grant from us. They're going to  
19 soon be working at the school district and providing  
20 access to take the electronic waste from the school  
21 district as part of the program in Sacramento County.

22           COMMITTEE MEMBER WASHINGTON: What school  
23 district is this?

24           DEPUTY DIRECTOR SCHIAVO: San Juan Unified.

25           COMMITTEE MEMBER WASHINGTON: San Juan Unified.

1           DEPUTY DIRECTOR SCHIAVO: It's a very large  
2 school district. They're going to have a lot of e-waste,  
3 a lot of old computers and television monitors they'll  
4 have to disregard. This will be very convenient getting  
5 them off the street.

6           In Burbank in Los Angeles County, Warner Brothers  
7 studios is excited to begin assistance of either a garden  
8 program or campus recycling program at Muir School. And  
9 they're going to be working with them, and I believe on  
10 Wednesday they'll be having a meeting to try to coordinate  
11 with the school district on how to implement one of those  
12 programs. That's moving forward. That's real positive.

13           In the Warner School District in San Diego  
14 County, Board staff has provided the district with worm  
15 compost information and located a worm farm in the nearby  
16 town of Ramona. Since that time, teachers have purchased  
17 worm bins, and those worm bins are being monitored by  
18 elementary school and preschool students. It's an  
19 exciting program for the real young ones to get involved  
20 in a diversion program.

21           And the County of San Diego has also been  
22 assisting the district and will be providing the district  
23 with large paper shredders. And because of the proximity  
24 or the lack of proximity to markets, they'll be shredding  
25 that paper and taking it as bedding for the verma

1 composting program. So, again, another productive use  
2 where otherwise it wouldn't have access to markets. So  
3 that's a positive. And in addition, the district has  
4 initiated a kitchen diversion program that includes  
5 sending the food scraps to verma composting bins as well.

6 And then finally at the very bottom of the state,  
7 we have Imperial County and Desert Sands School District.  
8 And prior to the start of the AP program, Desert Sands  
9 didn't really have any relationship with local government  
10 officials. And since that time, Palm Desert and Indian  
11 Wells have been competing to try to work with -- it's  
12 positive competition -- to work with the school district  
13 to implement some programs. They've been providing  
14 funding for replacing leaky containers that were used for  
15 collecting recyclables with containers that are newer and  
16 won't leak, which is positive.

17 They also provided additional funds to help  
18 offset the cost of developing specific recycling programs.  
19 They're also working with the local haulers and some other  
20 recycling businesses in the area so we have a full cycle  
21 program with the district.

22 So those are a few examples from the top of  
23 California to the bottom. And what we're doing, again, is  
24 trying to institutionalize these program, make them  
25 sustainable, create them as models, and then getting the

1 word out to other jurisdictions throughout the state so we  
2 can peer match with the other jurisdictions and schools,  
3 show successes, put this information on our web, and  
4 publicize it. So we'll be working with quite a few people  
5 to make this happen.

6 CHAIRPERSON PEACE: Right now all these programs  
7 are voluntary?

8 DEPUTY DIRECTOR SCHIAVO: They're voluntary.

9 CHAIRPERSON PEACE: There's nothing that says  
10 they have to recycle or --

11 DEPUTY DIRECTOR SCHIAVO: No. The only potential  
12 legislation there is dealing with mandatory recycling -- I  
13 mentioned this yesterday -- was SB 373. And if it's found  
14 that 75 percent of the schools aren't implementing  
15 programs, there's a potential to have some kind of new  
16 regulation or statute dealing with having districts and  
17 schools implement programs. However, there's a lot of  
18 issues related to how do you make that determination so --

19 CHAIRPERSON PEACE: I can understand that's  
20 really hard. My kids were in high school when we were  
21 trying to get the ARB to try to get the kids to recycle  
22 the aluminum cans -- the numerous amounts of aluminum cans  
23 that the high school puts out every day, it was hard to  
24 get the kids to do that.

25 DEPUTY DIRECTOR SCHIAVO: In just our experience

1 and observation, it seems harder when they get into the  
2 9th, 10th -- different kind of peer pressure on you,  
3 versus the K through 6 they learn and are very positive.  
4 And then they get up into junior high, they lose a little  
5 bit, and high school it starts becoming tough. And then  
6 hopefully they get through high school and on to college  
7 and it starts becoming positive again.

8 CHAIRPERSON PEACE: Thank you.

9 (Thereupon an overhead presentation was  
10 presented as follows.)

11 MR. LIEBERMAN: Jerry Lieberman. Good morning,  
12 Madam Chair. It was a great pleasure to have Mr.  
13 Washington with us in Beverly hills. Everybody there was  
14 excited. Any time any of you get a chance to visit with  
15 one of these environmental ambassadors or UES grantees, I  
16 can assure you that the message they get from your visits  
17 is very, very important, something that really touches  
18 them. We tell them all the time that this is a state  
19 interest, but to actually see somebody appear is  
20 incredibly important.

21 COMMITTEE MEMBER WASHINGTON: With the amount of  
22 work those guys put in, I was just astonished by the  
23 activity of the young people and their ideas that they  
24 come up with in terms of how to divert waste was just  
25 phenomenal. The teachers -- and just for you guys in the

1 audience, the teachers were from -- I remember one said  
2 she was like 23 years old and another one goes as far as  
3 up to like 50. It was phenomenal to see the teachers'  
4 interest of the level of age.

5           And I kind of just observed the presentations  
6 they were doing, and you know, they're doing an  
7 outstanding job. And they're really putting up a fight to  
8 make sure they come out on top of the game with this  
9 particular grant program. I was very excited to be there  
10 to see the type of work that you guys are doing down  
11 there.

12           MR. LIEBERMAN: Very good. Thank you for your  
13 time.

14           DEPUTY DIRECTOR BRODDRICK: You bring up a  
15 wonderful point. One outcome I think the Committee is  
16 unaware of in this program is that many of those teachers  
17 maybe have met each other, but they've never had a chance  
18 to sit down and do curriculum planning together, and they  
19 teach at the same school.

20           COMMITTEE MEMBER WASHINGTON: Those focus groups  
21 and workshops were phenomenal.

22           MR. LIEBERMAN: Meeting in the room next door  
23 this summer, we had one of the high school teachers from  
24 San Juan Unified who was ready to retire, he's not  
25 retiring. We see that all the time. It really is a

1 chance for these educators to get the energy and  
2 enthusiasm back. So it's quite important.

3 I wanted to give you a brief overview on the  
4 depth of the unified education strategy. I was very  
5 pleased to hear Mr. Schiavo's comments. Let me tell  
6 that's probably about a tenth of what's going on. You can  
7 imagine the energy we're seeing input as you saw there at  
8 that Beverly Hills meeting. That's just the tip of the  
9 iceberg you're hearing about. It's truly impressive.

10 And I wanted to give you a picture of the unified  
11 education strategy grant program, what the participating  
12 districts were doing with that, and touch back to what Ms.  
13 Broddrick mentioned regarding the connection to  
14 standards-based instructions, since that's so important  
15 for us all.

16 --o0o--

17 MR. LIEBERMAN: Let me paint a quick picture of  
18 the unified education strategy grant program. There are  
19 13 participants. Those grants approved back in spring of  
20 2004 -- 3. I'm an advantage thinker. 2003. They all  
21 went through workshops. The one that Mr. Washington went  
22 through was the final one with three districts. They  
23 participated in two days where the teams were first  
24 brought together to begin to develop campus needs  
25 assessments for their schools. And I'll mention those,

1 and I have some examples for you of those. The schools --  
2 the districts run all the way from the far south to the  
3 far north.

4 --o0o--

5 MR. LIEBERMAN: Again, we were fortunate to get  
6 the geographic diversity that the legislation asked for.  
7 In addition to that, our school size runs from very small  
8 Pacific Unified, which is right there at Big Sur which is  
9 tiny, about 40 students, covers a very large geographic  
10 area, up to Los Angeles Unified. Again, very rural to  
11 urban setting.

12 --o0o--

13 MR. LIEBERMAN: The program was divided into two  
14 phases, as you may recall. The first one which was funded  
15 by the initial approvals back last spring called on them  
16 to design a standards-based campus needs assessment to  
17 look at the waste diversion that was taking place, who are  
18 not at the school -- the waste stream at their school;  
19 required them to conduct the campus needs assessments with  
20 their students; establish a partnership or more than one  
21 with local agencies to help them.

22 These partnerships with the municipalities for  
23 the environmental ambassadors have really modeled where  
24 we're going with these UES teams and are really critically  
25 important to the success of these programs. The people



1 are jumping in and competing for ways to help. What's  
2 amazing about it is oftentimes they had no idea what these  
3 school districts were doing. So these partnerships are  
4 very important.

5           Developing implementation plans. You'll recall  
6 these grants required them to work with the 6th grade. We  
7 had more diverse teams than that, which is why we ended up  
8 having the teams develop the campus needs assessments. We  
9 provided them with the sample waste audit that was  
10 developed by the Curriculum Commission and the sample  
11 waste audit that was developed by the Acorn Group, Sierra  
12 Team as a starting point, as well as other waste  
13 assessment audits they can use to model their programs.  
14 But because they represented such a diversity of grades,  
15 we had to let the teachers have an opportunity of doing  
16 the work of developing the campus needs assessments. And  
17 they're in the middle of that. I'll go into the campus  
18 needs assessments in a moment.

19           Then the last thing they have to do really in the  
20 first year grant -- and amazingly this is such a rare  
21 thing for grant programs like this. You've all been  
22 involved with grants before where often the proposals are  
23 submitted before the plans are developed. In this case,  
24 we are working with them to develop an implementation plan  
25 for year two. That was something that the district called

1 for and are very pleased that this is a planning year  
2 where they can develop and do the campus needs assessment  
3 and use the information they gain from that process in  
4 developing their implementation plans. So they're  
5 comfortable with that stage two process, which is fairly  
6 interesting.

7 Then these implementation plans will come to the  
8 Board for approval at the April 2004 meeting. See, now  
9 I'm getting to 2004.

10 --o0o--

11 MR. LIEBERMAN: In Phase 2, which those plans  
12 will cover, it seems much more narrow, but it's where the  
13 work takes place. They'll receive further professional  
14 development. We'll be working with them over the next  
15 six months to strengthen those teams so they come with  
16 interdisciplinary multi-grade teams to the workshops or  
17 institutes next summer.

18 They will be developing additional model  
19 education units. They'll have their campus needs  
20 assessments as a starting point. Then they'll be  
21 designing their integrated interdisciplinary instructions  
22 units and service learning units based on those campus  
23 needs assessments. They're really determining what's  
24 going on at our school as the basis for designing and  
25 working with the students on what the students will

1 actually be doing. So what's great about this for the  
2 teachers and the students is something of their creating  
3 as they go.

4 And then the last responsibility they have is  
5 work with us in gathering evaluation and assessment data  
6 so we can present you all a picture of how effective this  
7 was.

8 --oOo--

9 MR. LIEBERMAN: They went through a UES workshop.  
10 They participated for two days.

11 --oOo--

12 MR. LIEBERMAN: There were really four major  
13 goals. One was to do a curriculum alignment. Everything  
14 we worked on with the UES grantees as well as the  
15 environmental ambassadors, as I mentioned in August, had  
16 to be tied to their standards. The battle is too big.  
17 It's not winnable unless we tie to the standards they need  
18 to teach. I'll show you in these couple of campus needs  
19 assessments actually how they tie to standards. And I  
20 think you'll see why Ms. Broddrick talked about alignment  
21 as one term versus teaching to the standards as another  
22 approach.

23 They've been working on developing the campus  
24 needs assessment. Please note that these campus needs  
25 assessments had to be directly tied into a sequence of

1 instruction. We didn't want them to be supplemental  
2 materials, but rather a significant part of the overall  
3 teaching process.

4 --o0o--

5 MR. LIEBERMAN: They were required to design  
6 student evaluation, student assessment tools within the  
7 campus needs assessment, and then ultimately this program  
8 implementation and evaluation plan.

9 --o0o--

10 MR. LIEBERMAN: To what's a campus needs  
11 assessment?

12 --o0o--

13 MR. LIEBERMAN: Means we wanted the team to  
14 develop an overall instructional plan that would encompass  
15 clusters of standards so they were really truly teaching  
16 to the standards, learning objectives tied to those  
17 standards, those are very different things. A school site  
18 waste audit, they were all required to do this. And the  
19 audits look at various things. Could look at what's going  
20 on in the kitchen. Could look at what's going on in the  
21 office, what's going on in the classroom, et cetera.  
22 They're looking at different waste streams and evaluating  
23 the rate of diversion or the rate of waste flow.

24 The teachers were also required to build into  
25 these plans opportunities for the students to analyze the

1 data, to get math consents, to present the data, discuss  
2 the data, graph the data, all with the point of getting to  
3 standards in a variety of the disciplines. They developed  
4 and are still developing -- they're wrapping this up in  
5 the next two weeks -- lesson plans that drive these campus  
6 needs assessments so that, in fact, these can be shared  
7 with teachers in other schools in their district but also  
8 with other districts in the state. And then students  
9 assessment strategies.

10 We really hear two things in the bigger education  
11 community right now; standards-based instruction and  
12 accountability. This accountability has to be built right  
13 into these tools that we're helping the teachers develop  
14 as we go along.

15 And then the last piece of what they're doing is  
16 identifying their collaborative instructional team.  
17 That's both teachers and community partners as we've  
18 mentioned before. And then a work plan and time line. So  
19 these campus needs assessments really are tools that other  
20 people could use.

21 --o0o--

22 MR. LIEBERMAN: Let me quickly run through an  
23 example, and then I'm going to give you copies of two of  
24 them. I do want to point out they're different. You'll  
25 notice that. That's the whole point. We've got these

1 teachers doing our work for us in a sense. But they're  
2 doing it for themselves too because we've got a variety of  
3 schools developing these needs assessments. In this  
4 document you'll see you have MIT Academy, which is the  
5 Mare Islands Technology Academy. It is a charter school.  
6 You've got an example from Pacific Valley Unified, which  
7 is in Big Sur. You've got two of the examples of what's  
8 going on. And these will be useful to other schools and  
9 districts throughout the state. I'll share those with  
10 you. You will be utterly impressed by what these teams  
11 have done.

12 --o0o--

13 MR. LIEBERMAN: What does it mean? The first  
14 step was having them identify connections to standards.  
15 So at this point in the education picture we can't just  
16 say, "Well, let's connect it to standards." These  
17 teachers really had to dig through their content standards  
18 and identify specific areas where these campus needs  
19 assessments would be used to teach their students about  
20 the standards. We can't just say the students will be  
21 doing reading. We have to have them get into the depth  
22 such as students will understand expository texts notes  
23 and outlines that match directly with a reading  
24 comprehension standard.

25 And then they tie it interestingly enough -- and

1 you can look at this and say, "Well, how does this connect  
2 to waste?" Well, the teachers have a history objective.  
3 So we need them to be able to, if they're going to be able  
4 to teach this effectively, tie this to other subject  
5 areas. These teachers said we're going to tie it to  
6 Cornell notetaking format, which is a technique they teach  
7 the students in English language arts, but we're going to  
8 tie it to bubonic plague. So now we're teaching a history  
9 standard they're required to teach, while having them  
10 assess what's going on with waste at their campus. The  
11 waste assessment at their campus is giving meaning to the  
12 history lesson. Students no longer have to say, "What's  
13 this bubonic plague thing? Why don't we care if there are  
14 piles of garbage at our school or in our neighborhood?"  
15 Because they're learning about that.

16 --o0o--

17 MR. LIEBERMAN: Connecting to geography  
18 standards, 7.6, political, economic, religious, and social  
19 structures that related to the civilizations of medieval  
20 Europe. They have to map the spread of bubonic plague in  
21 this case, describe it's impact. And of course, bubonic  
22 plague had a great deal to do with waste management issues  
23 ultimately.

24 --o0o--

25 MR. LIEBERMAN: Again, in history, social

1 sciences, the students were to understand the sanitary  
2 connections then and how do those connect to the way  
3 schools operate now and the way government mandates  
4 control, everything from stormwater runoff to waste  
5 diversion issues.

6 --o0o--

7 MR. LIEBERMAN: The teachers then begin the  
8 process of developing very specific lesson plans so the  
9 students are to understand those sanitary conditions, the  
10 bubonic plague, the notetaking. And then again to what  
11 Ms. Broddrick mentioned, connecting it to the adopted  
12 instructional materials. We can't say here's something  
13 else you have to deal with. There isn't time for that.  
14 So these teachers specifically adopted their campus needs  
15 assessment to a textbooks that the students have to read.  
16 They're required. It's adopted by the State Board on the  
17 plague.

18 --o0o--

19 MR. LIEBERMAN: This is the detail of the  
20 description, and you'll be able to look -- I hope you do  
21 at least thumb through these. You'll be impressed. What  
22 the students will be doing, the roll of garbage, and the  
23 main ideas from the article. So they're truly -- when you  
24 talk about integrated education, this is what we mean. We  
25 mean teaching those standards, doing things that are



1 assessable by the State Board or CDE that meet those  
2 standards.

3 --o0o--

4 MR. LIEBERMAN: Who's involved? The English  
5 language arts and the history, social science teachers.  
6 You can see they've tied it right back to a unit they're  
7 already doing, their medivil renaissance unit.

8 --o0o--

9 MR. LIEBERMAN: So these are two examples, as I  
10 mentioned, MIT Academy, which is a charter, and Pacific  
11 Valley, which is a public school, will have all of these  
12 done by the end of -- they will have all of these done by  
13 the end of November. And then we'll plan to post them on  
14 the Board's website as well so that others have access.

15 CHAIRPERSON PEACE: So these integrated lesson  
16 plans will be transferable to every sixth grade class?

17 MR. LIEBERMAN: Absolutely.

18 In terms of the overall timetable, to give you a  
19 picture of where we go through here. They've been through  
20 their workshops. They're developing the campus needs  
21 assessments. It is -- as I mentioned, they'll use the  
22 data from these to develop their implementation plans  
23 which you will receive for approval.

24 --o0o--

25 MR. LIEBERMAN: They'll participate in an

1 institute next summer. It will be a four-day institute.  
2 Two of them will be up here. I don't have the dates in my  
3 head right now, but hopefully they'll overlap at some  
4 point where one or more of you will be able to participate  
5 and visit. Then they'll be developing their full  
6 educational units next spring. Again, this may look full  
7 to you. They've got more work to do. They know it and  
8 they wanted to do it. They'll be implementing those plans  
9 they developed, and then we'll be gathering data from  
10 those on the effects on students and giving you a final  
11 report in 2005.

12 --o0o--

13 MR. LIEBERMAN: This is what it's about. Thank  
14 you.

15 CHAIRPERSON PEACE: Very exciting. Thank you.  
16 Thank you for that presentation. It was very helpful.

17 We hear about all the exciting and ambitious  
18 things these grants help teachers to accomplish in terms  
19 of environmental education, so it's really neat to see  
20 actual examples of what's going on out there and how they  
21 really express the benefits of these grants. That's  
22 wonderful. Thank you, Jerry. I know you're very busy.  
23 Thank you for taking your time.

24 MR. LIEBERMAN: Please visit the schools. You'll  
25 be impressed.

1 COMMITTEE MEMBER MOULTON-PATTERSON: I just have  
2 a quick question. Can we get a hard copy of the  
3 presentation? That was really great. I'd love to have  
4 that. Thank you.

5 And just a real quick question of Trish. My mind  
6 was wondering. Sorry. What did you say you were working  
7 with Rogers and Associates with?

8 DEPUTY DIRECTOR BRODDRICK: That's with the State  
9 Water Resources Control Board. Los Angeles County, as a  
10 condition of their water permit, has that \$9 million  
11 contract. Well, the Water Board got some penalty funds  
12 and they got \$5 million. And so what they're doing is  
13 putting together an education program on stormwater  
14 pollution that's aligned with the standards through this  
15 contract with Rogers and Associates that will serve as a  
16 model for other jurisdictions who, again, will fall under  
17 that requirement per the condition of their permit to  
18 educate K-12 students.

19 So this model program is very important that it  
20 was done right because we want to replicate it. So when  
21 the regional boards required the municipalities to meet  
22 that condition of the permit, we'll actually have a tool  
23 to provide them with that will help them actually manage  
24 to do that.

25 But the other important piece, of course, is --

1 as you know, you've been here long enough, we've always  
2 been in the position where we are selling the program, but  
3 there's no necessary reason or outcome for schools to come  
4 to us, and actually there's no condition to make them work  
5 with us. And so by focusing on the Phase One permits and  
6 turning then -- and for the Phase Two permits, of the  
7 1,000 school districts, 600 fall under the Phase Two  
8 permits. They have to write their own programs, and the  
9 language of that permit requires them to work with the  
10 Phase One municipalities in turn. So here's the tool.  
11 The school districts are now required to do it. The tool  
12 will be available for them, but they're required to work  
13 with the municipalities. We have a completed circle, and  
14 we know those materials will be used and the content will  
15 be taught.

16 COMMITTEE MEMBER MOULTON-PATTERSON: So are you  
17 comfortable with the people that are working with Rogers  
18 and Associates?

19 DEPUTY DIRECTOR BRODDRICK: Yes, because they  
20 have subcontracted out to Tree People. And Tree People,  
21 as you know, Andy Lipkis and Jeff Hohensee are very  
22 knowledgeable, particularly in Los Angeles.

23 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.

24 CHAIRPERSON PEACE: I just want to mention Item  
25 C, Number 27 in the Board packet, the grant award to

1 Fresno Unified School District for the school DEEL  
2 environmental ambassador pilot program has been pulled  
3 again. I did have some questions on that. So what is  
4 Fresno doing that -- are not doing that you want to pull  
5 this again?

6 DEPUTY DIRECTOR BRODDRICK: Their contract is  
7 with State and Consumers Services Agency. The funding  
8 comes from the Public Utilities Commission. It's a  
9 central valley district. Those PUC funds are supposed to  
10 be promoting education on energy primarily but also other  
11 areas in the central valley area. So State and Consumers  
12 Services came to us and said, "We'll cover the cost of  
13 this district," right. So obviously this item was to give  
14 them the augmentation amount that we gave all the other  
15 districts because one of our EAP's backed out.

16 So we had -- when we brought the first item to  
17 the Committee in September, we got word that there were  
18 some concerns about their reluctance to meet reporting  
19 deadlines and some other very necessary and accountable  
20 practices that are a condition of their grant to the PUC.  
21 We wanted those things straightened out before we became  
22 financially connected to the district as well.

23 In October, Arnie Sowell, the Undersecretary for  
24 State and Consumer Services and our staff went down to the  
25 district, met with the people who are involved in the

1 program, were very candid about the concerns, about the  
2 reporting, and about some of the other practices, had  
3 every anticipation that it was fixed. They reiterated  
4 their commitment to the grant program. They wanted to  
5 work with us. Everything was going to be fine. We put  
6 the item back on the Committee's agenda, and turns around,  
7 they missed more reporting dates.

8           And I'm just very reluctant to get involved until  
9 this gets resolved. And I don't want to say anything  
10 negative about the district. There it's a huge district.  
11 It's a very culturally and ethnically diverse district.  
12 It's one of the highest in terms of children receiving  
13 free and reduced lunch, which means there's a very high  
14 low income population. I know they're very interested in  
15 the environment. I think the next step for us is to move  
16 beyond the coordinator, meet with the assistant  
17 superintendent, and see if we can resolve these issues  
18 because we want to keep them on board. But we want to be  
19 comfortable and confident that there is a high level  
20 commitment to this grant.

21           CHAIRPERSON PEACE: In the little note here it  
22 says that, "augmentation will be used in part to allow the  
23 grantees to sent additional personnel to the summer  
24 session." Did they send additional people to the EAP  
25 implementation institute that was held --

1           DEPUTY DIRECTOR BRODDRICK: Those funds are not  
2 available to them for that purpose.

3           CHAIRPERSON PEACE: I was going to say, that was  
4 the past. So unless they sent people already in  
5 anticipation of this money --

6           DEPUTY DIRECTOR BRODDRICK: We would not allow  
7 that to happen.

8           CHAIRPERSON PEACE: So did the other people  
9 receiving this augmentation send people then to the summer  
10 institute?

11          DEPUTY DIRECTOR BRODDRICK: I think the purpose  
12 of the augmentation, as I recall, was in Humbolt. They  
13 were going to -- they wanted to have some of their  
14 partners attend the institute. And I'm falling back on  
15 recollection. I'd like to check this out for you and get  
16 back to you. However, as I recall, that was one of the  
17 purposes for the augmentation was to allow them to bring  
18 more people, for instance, their custodial staff or  
19 business services officials to help fund them.  
20 Particularly in a jurisdiction like Humbolt where it's so  
21 remote. It's so expensive for them to get here. We had  
22 other districts like San Juan, they didn't even have to  
23 travel. I'm not sure whether the funds were used.  
24 However, they would not have been used for that purpose  
25 unless it had been approved by the Board and the

1 augmentation has already taken place, which is not the  
2 situation with Fresno.

3 CHAIRPERSON PEACE: If we wound up not  
4 authorizing this additional augmentation for Fresno, could  
5 that money then be used to help us write the principles  
6 that were mandated to write in AB 1548 or --

7 DEPUTY DIRECTOR BRODDRICK: Actually, the SB 737  
8 funds were \$1.5 million. All but 5 percent of it must go  
9 to school districts, county offices of education, and  
10 individual schools. So it's tied up to the grant program.  
11 So it can only be used for the purposes of implementation  
12 for 373. The 5 percent administrative cost is for us to  
13 implement that piece of legislation. The only tie in  
14 could be -- AB 1548 really should have preceded 373. You  
15 really should have your principles in line before you have  
16 implementation of programs. So we are kind of doing  
17 things backwards. There is that potential connection, but  
18 I don't know.

19 CHAIRPERSON PEACE: If they never get their act  
20 together and you never give them the augmentation, what  
21 happens to the \$12,857?

22 DEPUTY DIRECTOR BRODDRICK: That would be up to  
23 the Board, and we do have additional funds. We would have  
24 to come back to you and the Chair and discuss what should  
25 be done with those funds.



1           CHAIRPERSON PEACE: It has to be done in terms of  
2 something with 373. You're saying we can't somehow direct  
3 those to help with 1548?

4           DEPUTY DIRECTOR BRODDRICK: Right. I think what  
5 we need to do is rely on our trusty attorney here, Marie  
6 Carter, by the way -- I have to say this publicly -- has  
7 been with us every step of the way. She has just been  
8 tremendous. What an asset to our program. We're breaking  
9 new ground, doing new things, and Marie has just been  
10 very, very helpful. I think we would need to sit down  
11 with Marie and a team and discuss what could happen to  
12 those funds.

13          CHAIRPERSON PEACE: Okay. Thank you.

14          DEPUTY DIRECTOR BRODDRICK: Your point is well  
15 taken. 1548, when it puts that language back into the  
16 Public Resources Code, it explicitly ties the principles,  
17 the model curriculum to the preceding unified education  
18 strategy. And so the two are very well connected, and  
19 they should be. Whatever principles and model curriculum  
20 we are developing should include whatever we're learning  
21 and doing with our grant program with the 20 school  
22 districts.

23          CHAIRPERSON PEACE: 1548, when they have to come  
24 up with the principles, can all this stormwater stuff be  
25 put into that so that the school districts aren't hit with

1 having to do the stormwater and principle and this over  
2 here and that over here so there's not so many things  
3 being thrown at them? Can it be all in one concise --

4 DEPUTY DIRECTOR BRODDRICK: Absolutely. I think  
5 it could almost look like a standards document. You know,  
6 you take the standards and the standard says that students  
7 will learn about stormwater or students will know -- and  
8 they usually are pretty explicit, but a lot of times they  
9 don't take the next step. For instance, in the energy one  
10 it says that students will understand the various sources  
11 of energy. But there's nothing in there on conservation  
12 of energy. So the principle could then connect to that  
13 standard by showing the students that certain sources of  
14 energy are more environmentally sound than others.

15 CHAIRPERSON PEACE: Okay. Thank you.

16 DEPUTY DIRECTOR BRODDRICK: Thank you.

17 CHAIRPERSON PEACE: I know that Mark and Linda  
18 have to leave to go to a transition meeting. So when  
19 Linda gets back, I will ask if she has any comments on the  
20 communication strategy before you leave. So we'll just  
21 hold on a minute. I don't think you guys have time to get  
22 into the communication strategy.

23 So what do they do in these transition meetings?

24 EXECUTIVE DIRECTOR LEARY: Great question, Madam  
25 Chair. This is our first one, so we're anxious to find

1 out ourselves. We actually have participated with CalEPA  
2 in preparing a transition binder, just a package of  
3 information about the general context of what our Board  
4 does and our mission and our implementation programs. And  
5 we've provided that through CalEPA to the transition team.  
6 And now we're meeting with the transition teams'  
7 representatives for the first time, Mr. Mike Kahoe, who  
8 has some history with CalEPA. Actually was Deputy  
9 Secretary under Former Secretary Strock when CalEPA was  
10 first created in the Wilson administration. He has some  
11 familiarity with our programs or with CalEPA overall, and  
12 we'll refresh his memory in regards to the Waste Board  
13 here in the next half an hour or so.

14 CHAIRPERSON PEACE: Okay. Thank you. What  
15 should we talk about now? Anybody have any good jokes?

16 COMMITTEE MEMBER MOULTON-PATTERSON: I just want  
17 to apologize that Mark and I have to leave for another  
18 meeting, but I'm very interested in what you have to say.  
19 Unfortunately, this was the only time that we could have  
20 it. So I think with that -- and I apologize to the  
21 Committee -- I'm going to leave. Thank you.

22 CHAIRPERSON PEACE: Mr. Simpson, are you ready  
23 for your Director's report?

24 DEPUTY DIRECTOR SIMPSON: I am. Good morning,  
25 Madam Chair and Committee member. I'm Frank Simpson with

1 the Office of Public Affairs.

2 I'd like to take a couple minutes this morning to  
3 update you on the activities in our office during the  
4 month of October. We conducted or contributed to 37 media  
5 interviews on a variety of program subjects. Staff has  
6 written a guest column for the Chair's office on a CalMax  
7 feature story for the Sonoma County media and are working  
8 on a couple of other ghost articles for Board member  
9 officers.

10 We also posted more than 100 news clips for the  
11 month, while collecting and archiving 1700 year to date.  
12 Our office issued 17 news releases last month; 15 of those  
13 were regional media on the Board's WRAP winners; one on  
14 the Board's approving the \$4.5 million in household  
15 hazardous waste grants; and one release on the Sacramento  
16 Habitat for Humanity restore dedication event.

17 Now to date, we've collected 87 articles that  
18 actually mention the Board and its programs for you, nine  
19 of which directly quote Board members or staff. And these  
20 are attributable to the releases that we have issued.

21 In broadcast, we gained earned media coverage on  
22 the Sacramento Habitat restore event by Board member  
23 Medina. We had covers on Channels 13 and 31. We've  
24 handled advanced media interest from the Tracy area on the  
25 Royster cleanup operations, which will be getting underway

1 heavily on the 13th of this month. And as of today, we  
2 are finishing the last in a series of 24 video veinlets  
3 for the Governor's environmental and economic leadership  
4 awards. So we've had one staff person on the road for  
5 nearly a month, but that's coming to a conclusion.

6 In the press, we're receiving very good local  
7 coverage on the WRAP winners statewide. We're handling  
8 landfill capacity questions from Los Angeles Daily News,  
9 and we're expecting to get coverage on the progress on  
10 plastic stakeholder meeting in the trades.

11 Upcoming events include the Royster cleanup and  
12 media event, which I send an e-mail out to you on the  
13 19th, and we're hoping all Board members will be available  
14 to attend on that. And the WRAP of the year award  
15 ceremonies are continuing statewide with Board member  
16 participation.

17 We also have three big check events. We've  
18 graciously had Mr. Washington on the road. He's been  
19 helping us. On Monday, Mr. Washington was in Lakewood  
20 giving a big check in amount of \$43,000 for a reuse  
21 assistance grant.

22 On November the 20th, Mr. Washington will be at  
23 Electronic Partners Corporation in Los Angeles presenting  
24 an RMDZ loan. And then again on December 17th, he'll be  
25 at the availability counts in Corona. And then we have

1 several other big checks that are coming up as well.

2 Our office also provided the city of Los Angeles  
3 video production assistance on the east end project and  
4 some rubberized asphalt. And finally we held a Marketing  
5 Task Force meeting with the division chiefs and with Chief  
6 Deputy Director Julie Nauman to discuss a variety of  
7 marketing and outreach efforts Board wide.

8 One thing I failed to mention is there had been a  
9 lot of interest in providing the transcripts on our  
10 website. And we checked with legal. We've had some  
11 terrific help from Deb McKee and IMB. And I'm glad to  
12 announce now that the transcripts are available on our  
13 website.

14 That concludes my report. I'll be glad to take  
15 any questions that you may have.

16 CHAIRPERSON PEACE: We'll get right to Item 29.

17 (Thereupon an overhead presentation was  
18 presented as follows.)

19 DEPUTY DIRECTOR SIMPSON: Item 29 is the  
20 implementation of the communication plan. Committee Item  
21 E is the discussion of that plan, and it's also the  
22 November Board Item Number 29.

23 With the Board's approval of the communication  
24 strategy and outreach plan at the October Board meeting,  
25 Phase One of our strategy went into effect immediately

1 after the vote. And we did that by sending out an e-mail  
2 communication from Executive Director Mark Leary  
3 announcing the implementation of our zero waste message  
4 Board wide. "Zero Waste, you make it happen" is now on  
5 every new publication. It's on every new piece of printed  
6 material. It has been an attachment to our logo, and it  
7 is a mandate on everything that we do.

8 But in saying that, I have to say that our new  
9 message is also a paradigm shift for this Board. We are  
10 in the process of educating and training ourselves to  
11 think critically about placing that message with our  
12 constituents, with our stakeholders, and with our  
13 contractors. Now it will most definitely be a culture  
14 shift. Zero waste will be a part of our conventions and  
15 trade shows. It will be incorporated into everything that  
16 we do.

17 --o0o--

18 DEPUTY DIRECTOR SIMPSON: Now case in point was a  
19 recent convention that the Board held, and we used CSU as  
20 the contractor. Now, sadly Sac State was not thinking  
21 zero waste when they built that package. When they put  
22 together the conference manual, the printed pages were not  
23 duplexed. The binders were not recyclable. There was  
24 simply too much waste. In addition, the premiums were not  
25 of recycled content material. There were few, if any,

1 recycling containers. This a point that the Committee  
2 Chair noticed immediately, as well as our office.

3 My point is, to use a stale cliché, we need to  
4 walk the walk and we need to talk the talk. It's just not  
5 we at the Board, but all who work with us right down to  
6 the local jurisdictions and finally to the public that we  
7 all serve. So part of our communication strategy includes  
8 that message in everything that we do, and it also  
9 includes the Marketing Task Force.

10 --oOo--

11 DEPUTY DIRECTOR SIMPSON: The MTF has meet  
12 several times in the last few months and through highly  
13 successful inter-divisional cooperation, we have been able  
14 to create a matrix of all of the outreach presently being  
15 conducted Board wide. And Chris will have a breakdown of  
16 that for you in just a couple of minutes. But at first  
17 brush it seems we have 50 simultaneous outreach programs  
18 running at the same time at a cost of about \$2.67 million  
19 a year, and that does not include the grants. So what is  
20 being done Board wide is simply overwhelming. It's  
21 wonderful, but it's overwhelming.

22 One of the tasks that we were given by the  
23 Committee Chair was to try to get our arms around all of  
24 what we do. And we are now able to accomplish that, and  
25 we've had wonderful cooperation from all divisions and all



1 the offices. So I thank them for that as well.

2 --o0o--

3 DEPUTY DIRECTOR SIMPSON: Now, the Department of  
4 Conservation's bottles and cans campaign was a \$10 million  
5 statewide media buy. Clearly, we don't have \$10 million  
6 here at the Board. But what we do is give out \$10 million  
7 in grant money. So what we're looking at right now is  
8 looking to the possibility of eventually linking all of  
9 those grants' advertising dollars and doing that at the  
10 local level. There may be some legal ramifications.  
11 There may be some boilerplate contract scopes of work  
12 problems that we may have to work out, but we're trying to  
13 figure out how to do that. Because if we can pool all of  
14 those resources and all of those grant outreach dollars  
15 and link that to the zero waste message on a statewide  
16 effort, it could be highly successful. That cumulative  
17 effort, once all those ramifications are worked out, could  
18 have a huge impact. That is one of our goals.

19 At present we are inserting the message where we  
20 can and we are building the ability to steer the campaign  
21 in the future. And in doing that, we are looking at all  
22 the present contracts, the existing contracts, the scopes  
23 of work, and other opportunities to incorporate that  
24 message wherever we can. We are also continuing our  
25 earned media efforts with guest articles, our program

1 promotional tools, and op-ed positioning.

2 We will be sending one of our staff to the new  
3 media conference in San Francisco in two weeks to gather  
4 more information on marketing to ethnic communities and  
5 marketing audiences. We are working out the final details  
6 on signage at facilities at all Board recognized award  
7 recipient locations and at all small businesses.

8 But there is a fiscal reality. We have created a  
9 very aggressive plan, one that simply requires more staff  
10 than we presently have. We will have to shift priorities  
11 occasionally. We'll go from media events to ethnic media  
12 to earned media and back again. Our focus may change, but  
13 we will constantly keep that underlying theme throughout  
14 everything we do. If and when the budget bounces back, we  
15 may be able to entertain other cost-effective options.  
16 But for now and probably for the long run, we will stay  
17 with the earned media or no cost efforts that we are  
18 presently doing.

19 So with your permission, I'd like to pass the  
20 baton down to Tom Estes for the second half of our  
21 presentation. Thank you.

22 COMMITTEE MEMBER WASHINGTON: Madam Chair, let me  
23 just -- while Tom's getting ready, let me say to Frank,  
24 thanks so very much. You did an excellent job with the  
25 big check ceremony. The folks were very impressed and

1 excited, and I was really excited to be there to be a part  
2 of that ceremony. It was good to see that the city  
3 recognized the Integrated Waste Board. And then we had an  
4 Assemblyman there who now has a relationship and  
5 understands the value of the California Integrated Waste  
6 Management Board.

7           That's what I was trying to suggest when I first  
8 came to this Board, is that legislatures needs to have  
9 personal relationships with the Board. And anybody knows  
10 a politician presenting a big check to a city really  
11 develops a great relationship for us all. Assemblyman  
12 Rudy Bermudez is certainly a friend of the Integrated  
13 Waste Board now and hopefully that relationship will  
14 build.

15           And those are the types of things I was talking  
16 about doing, so when the budget times come, these people  
17 will be more friendly towards us and say, "Wait a minute.  
18 These guys do some great work and they help us out." So  
19 he was very excited. We stood out there and talked for  
20 about an hour about the California Integrated Waste  
21 Management Board and what we do. He was really impressed  
22 with the type of work. So I want to thank you for working  
23 with those offices and making it happen.

24           And to Tom, Madam Chair, you should know that Tom  
25 did what I thought was very important, too. I got a press

1 call from one of the local papers here with some questions  
2 about my travel. And what Tom did is what I think the  
3 Public Affairs Office really should be emphasizing with  
4 our Board is that Tom did some work ahead of the game in  
5 terms of making sure I understood. He did the what, when,  
6 where, and why with this reporter before he got the me.  
7 Those are some of the things I think are very critical.

8           We get the structure of what the question was  
9 about, and we found out that the bigger picture could have  
10 been that Carl Washington received all this travel to go  
11 across the United States, but he and I had a conversation.  
12 We talked about and he found out I only took one trip to  
13 attend a workshop and that I probably will only take one  
14 more, even though I had been approved to take up to  
15 whatever it was. And so the reporter questioned it  
16 because he thought Carl Washington was on this venge to go  
17 across the country when we were in a fiscal crisis.

18           So I want to thank him for working it out.  
19 That's the type of work I think Public Affairs can do  
20 great work for this Board. And I want to acknowledge him  
21 for doing such a great job in those two areas. So I  
22 really appreciate it.

23           (Thereupon an overhead presentation was  
24 presented as follows.)

25           OFFICE OF PUBLIC AFFAIRS SUPERVISOR ESTES: I

1 guess it's my mic now. Good morning, Madam Chair, Board  
2 Member Washington. My name is Tom Estes. I work in the  
3 Office of Public Affairs.

4 --o0o--

5 OFFICE OF PUBLIC AFFAIRS SUPERVISOR ESTES: I'm  
6 going to talk to you -- you know, Trish stole my punch  
7 line, the systems approach to how we're going to make this  
8 happen. Board Member Peace has had a few discussions with  
9 us on some of the mechanisms that are in place. We're  
10 going to talk about the contract boilerplate grant  
11 agreements and things like that. If you'll indulge for a  
12 couple minutes, we'll walk you through where we're going  
13 to go with that.

14 In order to ensure that all valuable  
15 opportunities are realized to brand the Board in its zero  
16 waste message, we're working to develop a decentralized  
17 approach that relies upon close coordination with the  
18 Marketing Task Force. However, all legal and contractual  
19 bases will be automatically covered to such a degree that  
20 there should never be a question or debate about the  
21 applicability or relevance of the zero waste message or  
22 the brand. Simply put, the Board's message is now zero  
23 waste, you make it happen. No debates. That's it. Every  
24 CIWMB sponsored outreach opportunity, whether contractual  
25 or manufactured in-house will be capitalized to the

1 fullest extent possible to disseminate this message.

2           In order to show the importance the Board places  
3 on its new message, we're working with the Legal Office  
4 and contract staff so that clear, unambiguous language  
5 will be included as part of the standard request for  
6 proposals and request for qualifications boilerplate  
7 language. I think, you know, we all know if it's not in  
8 the contract, it ain't gonna happen. Obviously, you've  
9 got to follow up on that, but you can't make something  
10 happen that you didn't ask for up front.

11           Where appropriate, scopes of work will address  
12 branding. We'll incorporate zero waste branding criteria  
13 into the Board's publication guide. Also zero waste  
14 branding will be addressed in grant agreement and standard  
15 agreement boiler plate language concurrent with the  
16 Board's existing logo requirement. There's already  
17 language that requires that placement. We figure this  
18 would be a fairly simple add on.

19                               --o0o--

20           OFFICE OF PUBLIC AFFAIRS SUPERVISOR ESTES:  
21 Additionally, the same importance and resolve would be  
22 evident to all grant applicants as this branding component  
23 could be described in the grant application package.  
24 We're going to send a clear message to them as well.

25           Office of Public Affairs will be working through

1 the grants' Executive Oversight Committee to fully vet the  
2 actual mechanisms employed to maximize compliance by  
3 grantees and leverage the significant outreach  
4 opportunities inherently present in the millions of  
5 dollars awarded by the Board each year out to local  
6 government.

7           Office of Public Affairs graphic section will  
8 develop clip art and standardized templates to enable  
9 contractor and grant compliance in this regard. And this  
10 will be made available 24 hours a day on the Board's  
11 website.

12           I have described a descriptive approach to  
13 branding and the tools to be developed. As we move  
14 further into implementation, I'd also like to explore the  
15 feasibility of a performance-based approach. And what I  
16 mean by that is that it would still require the presence  
17 of a prominent zero waste message, however the creativity  
18 of the contractor or grantee would be tapped for  
19 alternative presentations and, where warranted, these may  
20 be incorporated into the Board's template for statewide  
21 use by others. That's a little more of a longer term  
22 goal. I think where I want to leave this is we have a lot  
23 of work ahead in terms of some of these things are quick  
24 fixes, other things we're going -- since we've never done  
25 this before, we're going to have to finesse and it will be

1 a little more protracted, but we're on the case.

2 And I think that's my approach to hand over to  
3 Chris, I believe.

4 OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK:

5 Thanks, Tom.

6 The communications strategy approved by the Board  
7 last month concluded that a systematic review of all Board  
8 outreach programs would identify opportunities for  
9 internal cooperative marketing activities and efficiencies  
10 and ensure consistent and uniform branding of these  
11 efforts across all programs.

12 As Frank mentioned, to begin this process, the  
13 Office of Public Affairs initiated a simple inventory of  
14 communication related projects of the Board's division and  
15 offices late last month. We quickly collated the  
16 responses and shared the results with Marketing Task Force  
17 last week. I'd like to share them with you now.

18 --o0o--

19 OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK: In all  
20 the responses identified, 50 separate projects including  
21 15 in the used oil area, 6 in tires, 1 in electronics, 5  
22 in DPLA, 19 in the markets program, 2 in the policy  
23 office, and 1 in education. Many of these have multiple  
24 components. That is, for example, an outreach program in  
25 the organics management area might have half a dozen



1 different outreach activities within the specific project.  
2 So there are multiple events actually occurring in many of  
3 these projects.

4           Staff identified a total of \$2.67 million in  
5 contracts related to these projects. And as Frank  
6 mentioned, this does not include grants that have  
7 advertising or public awareness components as many of them  
8 do. We did not ask that the programs identify the source  
9 of the contract funding. That is whether it was in the  
10 current year or not. Our total may be a combination of  
11 the fast fiscal year as well as current year funding. For  
12 example, there were several activities that were  
13 identified in the inventory that are discussed in the used  
14 oil allocation item, which is in the Board's agenda this  
15 month.

16           Some of those activities are continuing efforts  
17 with additional funding allocated in the current year. So  
18 what we may have actually put together is a picture that  
19 is a little bit out of focus, but I think what it does do  
20 is to emphasize the significant level of resources, both  
21 in terms of staffing and contract dollars, that the Board  
22 has allocated to outreach and public education activities.

23           We cast a very broad net to the division. So  
24 what we got back represents all sorts of activities from  
25 contracts with external entities to Board staff performing

1 outreach activities at conferences, trade shows, and  
2 exhibitions. The Office of Public Affairs will  
3 incorporate all the activities identified in the inventory  
4 into its master planning calendar. We're keeping track of  
5 all things that are going on related to Board action on  
6 grants and other programs in a Microsoft project so we can  
7 look at resources and time schedules. We'd be happy to  
8 sit down and go over this with you. I don't think we want  
9 to try to do that today.

10 --o0o--

11 OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK: Frank  
12 also mentioned in referencing public awareness campaign  
13 financing our idea about directing the use of grant  
14 moneys. Let me explain our thinking a little further.  
15 Not since the early 1990s has the Board been able to  
16 allocate sufficient funding sources to implement a  
17 statewide public awareness campaign. That takes a big  
18 bite out of the Board's discretionary funds. We simply  
19 haven't had the discretionary resources to consider a  
20 statewide media buy or even a regional advertising  
21 campaign that would effectively change people's thinking  
22 about waste. There are, on the other hand, significant  
23 resources allocated in the form of grants, obviously in  
24 the used oil program area and perhaps in others as well  
25 for public awareness activities.

1           If the Board were to develop an umbrella campaign  
2 and provide collateral materials in the form of  
3 camera-ready print materials that could be adapted for  
4 local use or broadcast quality video for use of cable  
5 channels, then perhaps local agencies can use grant  
6 funding to implement the campaign on the local level.  
7 Certainly private partners could participate, whether at  
8 the state level or in local program implementation.

9                               --o0o--

10           OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK: Here's  
11 one scenario Tom and I were talking about this yesterday.  
12 The Board can contract with an agency. We want someone  
13 with a strong background or track record in social  
14 marketing to develop, manage, and evaluate the campaign.  
15 That is, we would send out a request for proposals. We'd  
16 have to come up with enough money to make it interesting  
17 enough to get somebody qualified enough to bid on it. But  
18 we would ask them to help us design the campaign. The  
19 campaign would actually be implemented by local grantees.  
20 Some number of grants could be issued for the express  
21 purposes of implementing the campaign locally or  
22 regionally. The grants would in effect be subcontractors  
23 to the agency that the Board hired.

24           The agency would oversee the grantees'  
25 performance to ensure continuity in the campaign's

1 implementation and also conduct appropriate research, both  
2 pre and post campaign, to determine the campaign's  
3 effectiveness. And I think I know in the communication  
4 strategy we included there is a specific statute in the  
5 Public Resources Code that requires the Board to benchmark  
6 and evaluate its public awareness programs to make sure  
7 that they're being effective and to adjust them as  
8 required.

9           Of course, this presupposes that we can both  
10 identify the resources to fund a contract and work out the  
11 details to put the grant program together. That's  
12 something that the Marketing Task Force will be looking at  
13 and will need to work closely with the Legal Office and  
14 the existing grant program managers to make sure they're  
15 all part of that discussion.

16           I made a reference to our master planning  
17 calendar a minute ago. This is one of the tools we're  
18 using to keep track of all the outreach and public  
19 activities underway at the Board. There's another very  
20 new tool, and that's the web-based events calendar. And  
21 we have Bill Albert here to tell you about that.

22           PUBLICATIONS SUPERVISOR ALBERT: Good morning,  
23 Madam Chair and Committee Member Washington. It's a  
24 pleasure to address you this morning and give you a brief  
25 overview of the Board's new events calendar system.

1           In the Board's latest strategic plan and the just  
2 completed communication strategy, the Board clearly  
3 recognizes and emphasizes the importance of working in  
4 partnership with our many stakeholder groups and the  
5 general public and providing meaningful opportunities for  
6 these partners to participate in and be informed by the  
7 Board's deliberative processes.

8           Certainly one of the most important steps in  
9 achieving these goals is to keep our many and varied  
10 stakeholders well informed about the opportunities to  
11 participate with adequate advanced notice and accurate and  
12 complete event information. To accomplish this for an  
13 organization of our size and diversity, you need a  
14 comprehensive Board-wide events calendar system that makes  
15 it easy for staff to enter events and ensures that the  
16 critical event information is available and up to date.

17           Before now the Board has maintained an events  
18 calendar that staff and both IMB and Public Affairs and  
19 also in the programs have worked hard to keep updated and  
20 keep relevant. This includes both the Board-wide calendar  
21 that we've had on our website, as well as individual  
22 calendars that are maintained on specific areas within our  
23 website so that users can get selected event information  
24 there as well.

25           While they've generally been successful in

1 keeping our stakeholders informed of the many events that  
2 the Board sponsors participate in, the previous system did  
3 have its limitations. Probably first and foremost was the  
4 fact it was built on individual static web pages. The  
5 information was put up on the web page. It was part of  
6 that file. And if the information was correct when it  
7 went up there, that was good. One of the challenges that  
8 we found was that if you have information that you want to  
9 display at multiple locations within your website using  
10 static pages, you need to enter information manually on  
11 each one of those different web pages, and that takes  
12 time. It takes coordination.

13           One of the challenges there, too, is that  
14 sometimes event information will change or you'll want to  
15 add more clarifying information that users might need.  
16 And if you're not aware or staff is not coordinating, you  
17 may have event information on one place that's different  
18 than event information on other locations within your  
19 website. Static pages will do that to you.

20           Some of the event information that we had up  
21 there was missing important information. It came in and  
22 was put up, and sometimes all of it was there; sometimes  
23 pieces were missing. As I mentioned, it was a labor  
24 intensive process. We could get informed about events --  
25 Jill Jones, our outreach coordinator, would get e-mails or

1 we would get information from the programs as a part of  
2 our collecting information for the week ahead report and  
3 also for the 60-day report for agency, and we would then  
4 transfer that information to e-mail, send it down to IMB.  
5 They would go through and manually enter that information  
6 onto the Board-wide calendar. Somebody else might then,  
7 for specific events, might enter some of those events on  
8 some of the specific calendars throughout the Board. And  
9 it was just a long process, labor intensive, and it took  
10 time in order to get an event posted up there.

11 And also obviously any time you're having  
12 multiple data entry sessions, you just increase the  
13 possibility for error in the information that's going in  
14 there. As I mentioned, not all the changes got made on  
15 all the locations.

16 --o0o--

17 OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK: Public  
18 affairs has been working with IMB staff for the last one  
19 to two years in designing and developing the new system.  
20 I just want to take a chance to recognize Tabetha Lewis  
21 who's in the audience from the IMB staff who is one of the  
22 principal architects who's helped us to design this and  
23 has been bringing it to fruition here lately.

24 The new events calendar system is a significant  
25 improvement over what we've had in the past. A couple of

1 the most significant reasons is that the information goes  
2 into what I call a single pot of data. All of the event  
3 information goes into one pot. And from that pot you may  
4 extract it out for putting information on individual  
5 calendars and different web pages. But at least event  
6 information exists only in one place, even though maybe  
7 you're able to use it in a multiple of areas. This  
8 promotes more accurate information because you've only got  
9 a single data entry evolution. And also it provides for  
10 many uses in other portholes throughout our website with  
11 the guarantee that everybody is going to be looking at the  
12 same information no matter if you're looking at Board wide  
13 or if you're looking at one of those specialized  
14 calendars, like organics website maintains their own  
15 calendar, as well as a number of other major program  
16 areas.

17 Another significant improvement is the fact that  
18 basically all CIWMB staff can enter events. I'm going to  
19 demonstrate in just a minute there's a data entry page  
20 right off the Board's Internet site, and any staff can go  
21 in there and can enter all of the event information that's  
22 necessary and then send it on for a quick review and  
23 posting. What this provides is a disburse capability and  
24 also a disbursed responsibility in that pushing the  
25 responsibility down to the staff level and program level



1 so that they have both the ability and the responsibility  
2 for getting pertinent events included on the Board's  
3 calendar system.

4 One of the other important things is that with  
5 the new system, it provides for certain required core  
6 information. You can't finish the data entry process  
7 unless you have completed a few of the core information  
8 boxes, and we'll see that in a minute. The new system is  
9 based on database. It's database driven which enables a  
10 lot of additional functionality in the realm of searching  
11 and also for compiling reports of the data that is entered  
12 in there.

13 Static pages, you can search. You can get to a  
14 specific page if the right key word is found, et cetera.  
15 With a database, you're able to go in and say, you know,  
16 what were all the trainings that were conducted between  
17 March 3rd and April 4th, and it's going to go in there and  
18 pull out the data that meets your search criteria. It  
19 gives you a lot more capability in that regard.

20 The new system provides appropriate security.  
21 We've got a calendar administrator. And Jill Jones, as I  
22 mentioned, our outreach coordinator, is going to be  
23 fulfilling that function. It also labels who posted the  
24 events, and we're going to see that in just a minute. We  
25 developed some rudimentary posting guidelines.

1 Fundamentally we want to empower staff to get events up  
2 there. We have very basic guidelines. Principally if  
3 program staff -- if it's a Board-related event, if program  
4 staff thinks it should be up there and the supervisor  
5 agrees with them, basically staff are free to enter the  
6 events.

7           There's minimal delay in getting the events  
8 posted to the public website -- in a minute we'll see  
9 that -- because of the fact we've eliminated all of these  
10 intermediate labor intensive and time intensive steps in  
11 the process. And also it automated many of the functions.  
12 We'll see in just a second how the new system  
13 automatically imports calendar and event data from other  
14 databases that the Board maintains, most important of  
15 which is the BAWDS information. So that automatically  
16 draws in all of the Board meeting and Committee meeting  
17 information that's in BAWDS and makes it available there  
18 in the Board-wide calendar system.

19           What I'd like to do now is take a few moments to  
20 briefly demonstrate the new system. And if you'll indulge  
21 me just a minute, I need to shift positions to access  
22 the computer.

23           I've just been informed we're running a little  
24 late, so I'm going to give you the expedited version of  
25 this.

1                               --o0o--

2               OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK:   What  
3   you see in front of you -- what you see in front of you is  
4   the typical screen for the Board's Board net page.   Staff  
5   will access the calendar using the events link on the left  
6   menu.   And there's also another link over here under  
7   ongoing news.

8               When you click here, you're going to be going  
9   into the internal or Board net calendar.   And what this  
10  shows is -- the Board net calendar is designed to capture  
11  and display all information that's entered into the event  
12  system, both those events that are later going to be  
13  tagged just for internal display as well as those events  
14  that are tagged for public display.

15              As you can see up top, you've got sort of a  
16  simplified picker mechanism where you can go through and  
17  choose either show me all the events within the next 30 or  
18  60 or 90 days, as well as show me the events in the most  
19  immediate past.   There's also an advanced search  
20  capability here.   As I mentioned, if you want to go and  
21  you want to find events that have happened over a  
22  specified time period that doesn't fall into the presets  
23  here.

24              As you can see as we go down, it lists all the  
25  events that are coming up.   You've got the date and

1 location, the titles here, some introductory information,  
2 the sponsor, location. And also there is the introduction  
3 or the first couple lines of the description. We wanted  
4 to provide this so if you're looking down through it,  
5 staff or users didn't have to actually go to the detail  
6 page to know for certain which event they were looking  
7 for.

8           As you'll notice, I mentioned that it also lists  
9 who posted the event. And in this case this one comes out  
10 of BAWDS. In the event down here, the new events calendar  
11 system familiarization, you'll notice I posted it. And we  
12 provided a little extra functionality here so this is an  
13 active link so if you want to get in touch with the person  
14 who posted it to ask some questions or provide some other  
15 questions, you click on that link, and it immediately  
16 takes you to the Board's staff directory with all of the  
17 different ways that you can get in touch with them. I  
18 just happen to pick me.

19           Then from here if you need more information,  
20 you're going to click on the link and then you go to the  
21 detail page. On the detail page you've got all of the  
22 information that you might need. There's a place in  
23 here -- we don't have a link in there. But there's a  
24 place in the database to enter a link to the map, either  
25 through Map Quest or another map. So if you want to show

1 folks a map of how to get there, there's cost information  
2 and just basically all the basic information that anybody  
3 would need to know.

4           So this is the page where staff would enter the  
5 event. You notice there's an add event button in the  
6 upper right. They click on that. Then they need to go  
7 ahead and log in and use what they call the e-key, which  
8 is a different password that has been developed that  
9 provides for control into a lot of the Board's database  
10 functions and things like that. And many staff already  
11 have them. And it's easy to apply for them. And there's  
12 information up here on how to get one.

13           The next screen you come to is the initial add  
14 events screen. It gives you some basic information. It  
15 recognizes who you are by virtue of your sign in, and  
16 there is -- you know, says if this isn't you, contact your  
17 e-mail administrator and get it changed.

18           You go ahead and select the starting date and the  
19 ending date and put in the time of the event here. From  
20 this screen, what's going to happen, this is the very most  
21 immediate screen. From here, the system is set up to do  
22 an immediate duplication check. Just to make sure if  
23 you're going to put in an event and it's already in there,  
24 you want to know about it before you've gone through all  
25 the trouble of putting in all the details. And here the

1 screen comes up. You notice it says, "It appears someone  
2 has already entered the event." It lists the one down  
3 here that matches the date parameters we've already put in  
4 so you have an opportunity to go there and verify whether  
5 or not that event is, indeed, the same one that you're  
6 entering or not. If it isn't, then you just go ahead and  
7 click the continue button.

8 Let me just put in some quick test data just to  
9 give you an example. The event is an outreach. Display  
10 on the Board's external calendar. Sponsor is --

11 CHAIRPERSON PEACE: Bill, all these details are  
12 really great, but we're running behind.

13 PUBLICATIONS SUPERVISOR ALBERT: Let me  
14 summarize.

15 CHAIRPERSON PEACE: Who is monitoring this?

16 PUBLICATIONS SUPERVISOR ALBERT: The calendar  
17 administrator, Jill Jones, in our office. The system is  
18 set up so once staff successfully implements or enters all  
19 the data. And then down at the bottom of the screen click  
20 save. The event is automatically saved over and displayed  
21 on the Board's internal Board net calendar. If staff has  
22 requested that it also be displayed on the external  
23 calendar, then it automatically pops up on Jill's screen  
24 as an event that's ready for a review. She goes in and  
25 reviews the details, and if it's appropriate for posting

1 to the public, clicks one button, clicks saved, and it's  
2 immediately available on the Board's public calendar.

3 CHAIRPERSON PEACE: Thank you.

4 DEPUTY DIRECTOR SIMPSON: Madam Chair.

5 CHAIRPERSON PEACE: Yes.

6 DEPUTY DIRECTOR SIMPSON: I appreciate Bill's  
7 enthusiasm. This really will be a very valuable tool for  
8 us. We've had a couple different calendars. As you're  
9 aware, our office puts together the six-day week ahead for  
10 agency and for the governor. This will expedite what  
11 we're doing in those areas as well as having a complete  
12 detail of everything that the Board has on its calendar.  
13 Thank you.

14 CHAIRPERSON PEACE: I have a few questions.

15 First, Chris mentioned we have 50 separate  
16 projects going on for a total of \$2.6 million in contracts  
17 related to advertising and outreach.

18 OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK: Based  
19 on the inventory we did.

20 CHAIRPERSON PEACE: You're finally getting a  
21 handle on all this?

22 OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK:  
23 Exactly.

24 CHAIRPERSON PEACE: So we don't have any  
25 duplication, that we're all putting out the same message?

1           What was this about the Special Waste, that they  
2 had a big item in there for outreach and advertising?

3           OFFICE OF PUBLIC AFFAIRS SUPERVISOR PECK: There  
4 is the used oil program. There is a used oil allocation  
5 item coming up. By far, the vast majority of the contract  
6 dollars allocated in the projects are in the Special Waste  
7 area and used oil and tires because that's where the money  
8 is and they have the flexibility to do those kinds of  
9 contracts.

10          CHAIRPERSON PEACE: So is there a way for the  
11 group to look at that? Does it need to be something that  
12 comes before this Committee, goes through your office?  
13 How do we look at that? Not to say there's anything wrong  
14 with what's going on in Special Waste. But do you think  
15 that we should have a chance to look at where that money's  
16 going and how those messages are being coordinated and --

17          DEPUTY DIRECTOR SIMPSON: In keeping with the  
18 zero waste message, it would be nice for us to be able to  
19 take a closer look at the reason being -- some of those  
20 programs may have started out several years ago. Perhaps  
21 they need to be updated or a second look taken. As you  
22 mentioned, there's certainly probably nothing wrong with  
23 any of those programs. Now we're entering this new era,  
24 it may be time to revisit those and look at them and see  
25 if they need updating.



1           CHAIRPERSON PEACE: I think should any  
2 expenditures from any fund for advertising or promotional  
3 outreach should be heard -- gone through this office here,  
4 Office of Public Affairs so they have a chance to look at  
5 it, and that it goes to this Committee.

6           CHIEF DEPUTY OFFICER NAUMAN: I think the intent  
7 was that it would go through the Office of Public Affairs,  
8 and I think that was also envisioned as one of the  
9 functions of the Marketing Task Force Frank talked about  
10 earlier. It gives the staff an opportunity kind of across  
11 the Board with my participation to look at how these  
12 pieces are coming together and that there's consistency in  
13 the message.

14          CHAIRPERSON PEACE: We want to make sure we're  
15 efficient, effective, everything is coordinated.

16          CHIEF DEPUTY OFFICER NAUMAN: We thought that  
17 that group would be the appropriate place to ensure that,  
18 and the items themselves would go through their regular  
19 Policy Committee. At the time that it's going through the  
20 Policy Committee, the staff could indicate that the item  
21 had been looked at by both the Office of Public Affairs  
22 and by the Marketing Task Force. We had not envisioned  
23 the process by which we go both through the Policy  
24 Committee and then through this Committee as well. We're  
25 kind of relying on the --

1 CHAIRPERSON PEACE: Do you guys think you can get  
2 a handle on everything by doing it the way Julie  
3 described, or would you like to see it come before this  
4 Committee?

5 DEPUTY DIRECTOR SIMPSON: Madam Chair, that would  
6 be at your discretion. We would be happy to take a look  
7 at it and report back to you.

8 CHIEF DEPUTY OFFICER NAUMAN: Perhaps we could  
9 try this process for a few months and have Office of  
10 Public Affairs reporting back to this Committee on the  
11 work that's going on in the Marketing Task Force. As  
12 Frank said, we've only met once this past week just to get  
13 a handle on the number of contract concepts where outreach  
14 is a component. So much like where we have the grants  
15 Administration Oversight Committee, the Marketing Task  
16 Force is intended to be kind of a cross-divisional  
17 cross-office look at what's going on in this subject  
18 matter area and then taking the opportunity to report back  
19 to the Committee and full Board periodically as needed.

20 CHAIRPERSON PEACE: So you'll still -- even if it  
21 doesn't come before the Committee, you'll report back on  
22 what --

23 DEPUTY DIRECTOR SIMPSON: Absolutely. We can do  
24 that. We'll do that.

25 CHAIRPERSON PEACE: I guess we can try that. And

1 then if it doesn't seem to work out, it can --

2 CHIEF DEPUTY OFFICER NAUMAN: We'll adjust.

3 CHAIRPERSON PEACE: -- come before the Committee  
4 so we can take a look at it.

5 Okay. And then also Frank mentioned -- one thing  
6 I wanted to say about the templet that we were talking  
7 about doing for local jurisdictions, they want to add a  
8 newsletter, how is that coming along?

9 DEPUTY DIRECTOR SIMPSON: That is on Bill's  
10 pallet as well. I'm certain it's very near to top.

11 CHAIRPERSON PEACE: I got another Environmental  
12 Times. I'm on the list to get the Environmental Times  
13 from EDCO, and you can notice they have the "Zero waste,  
14 you make it happen." So more we can work with all our  
15 stakeholders -- I've also talked to people at Allied and  
16 Waste Management and stuff and try to get them all on  
17 board. I think the more people can hear this message  
18 wherever it comes from is a good thing.

19 Coming into work today I saw a great big bill  
20 board that has a picture of trash. It says, "Don't trash  
21 California."

22 DEPUTY DIRECTOR SIMPSON: That's a Caltrans  
23 campaign that's under way right now. They move from the  
24 cone zone into the new "Don't trash California" campaign.  
25 That's a new statewide effort.

1           CHAIRPERSON PEACE: You know, as we try to  
2 coordinate things here at the Board, it sure would be nice  
3 eventually if the state could coordinate their messages  
4 somehow. That would probably be a great big project to  
5 ask for. But, boy, it would sure be nice if we were on  
6 the same page.

7           Frank, you mentioned signage. Will you be  
8 bringing something then back to the Committee to talk  
9 about all the different things regarding signage, about  
10 what we want the signs to say and where we want them  
11 posted, are we going to make it mandatory.

12          DEPUTY DIRECTOR SIMPSON: We will. Tom has been  
13 looking into the details of how we would do that, whether  
14 it would be a voluntary program or whether we would open  
15 up the reg package and make it a regulation. At this  
16 point, I think we've all come to the conclusion that the  
17 voluntary compliance is probably the way to go. He's been  
18 looking at the grants and the boilerplate language and  
19 that type of thing. So yes, to answer your question  
20 directly, we will bring in mock art to you, let you look  
21 at it, and have some suggestions as to what --

22          CHAIRPERSON PEACE: I don't know if we've even  
23 decided what message you want to have. Is it "zero waste,  
24 you make it happen" still be the message everywhere, or do  
25 you want to have at some point, "California Waste

1 Management Board protecting your environment." I haven't  
2 thought through all those things yet either, but maybe we  
3 can talk about those and bring a discussion item.

4 DEPUTY DIRECTOR SIMPSON: I think one of your  
5 concepts was to have signage on every facility. If it's a  
6 landfill, "This landfill permitted by the Waste Board."  
7 And we could have a zero waste message. If it's a WRAP  
8 award winner, then you could --

9 CHAIRPERSON PEACE: Have you had a chance to talk  
10 to other departments about how they feel about how they  
11 would work at composting facilities or --

12 DEPUTY DIRECTOR SIMPSON: In fact, we did bring  
13 that up at the Marketing Task Force the other day, and  
14 everybody seems to buy in. There clearly will be some  
15 compliance questions as we move down that road. But I  
16 think generally speaking everyone is in agreement. For  
17 instance, what if there is a facility out of compliance?  
18 They may not want to have our sign there. So those issues  
19 could come up periodically.

20 CHAIRPERSON PEACE: So you'll be discussing all  
21 those and bringing something before the Committee later?

22 DEPUTY DIRECTOR SIMPSON: Yes, ma'am.

23 CHAIRPERSON PEACE: Okay. Thank you.

24 Can I get a copy of that presentation that you  
25 just did? Is it possible to get a copy of that?

1           DEPUTY DIRECTOR SIMPSON:   Yes.

2           CHAIRPERSON PEACE:   Go ahead and send one to Carl  
3 and Linda's office also.

4           In the future would it be possible to get stuff  
5 like this ahead of time before the Committee meeting?

6           DEPUTY DIRECTOR SIMPSON:   Certainly.

7           CHAIRPERSON PEACE:   So we can take a quick peak  
8 at it before we see it for the first time.

9           DEPUTY DIRECTOR SIMPSON:   Specially Bill's stuff.

10          PUBLICATIONS SUPERVISOR ALBERT:   That was good  
11 stuff.

12          COMMITTEE MEMBER WASHINGTON:   Frank and Tom, if I  
13 can get a couple things from you guys.   In terms of these  
14 interview requests, can you put together this inventory  
15 summary of contract amounts and, if it's possible, to get  
16 the grant amounts that the Integrated Waste Board issues  
17 out.   It would be good to have those as bullet points when  
18 we're doing the interviews.

19          I have a request from the local cable station,  
20 Media 1, down in southern California.   And I would like to  
21 have some of those bullet points available to talk about  
22 the type of grants we give out as well as contracts that  
23 we make available throughout the state of California.   And  
24 if you can just put together standard bullet points as it  
25 relates to what the Integrated Waste Management Board

1 does. As you know in those types of interviews, they  
2 don't have all day for you to give a presentation. If we  
3 can do some quick bullet points on some high points about  
4 the California Integrated Waste Board and make it  
5 available for all of our Board offices as a standard. And  
6 if we can just keep them and update them as time goes on  
7 when we do those interviews, that would be a great help to  
8 all of us if we can get that information.

9 DEPUTY DIRECTOR SIMPSON: We will do that.

10 COMMITTEE MEMBER WASHINGTON: Thank you.

11 CHAIRPERSON PEACE: Also on the signage thing  
12 again -- obviously it's not going to be done before the  
13 end of the year. When do you think you can have the  
14 discussion item on that? Like January, February?

15 DEPUTY DIRECTOR SIMPSON: Absolutely. We can --  
16 we'll get Oscar working on some graphic design and make  
17 some mock signs for you and bring them to you.

18 CHAIRPERSON PEACE: Okay. Thank you.

19 Is there anybody here that would like to address  
20 the Committee on any items that weren't on the agenda? I  
21 guess this meeting then is adjourned.

22 (Thereupon the California Integrated Waste  
23 Management Board, Education and Public Outreach  
24 Committee adjourned at 11:15 a.m.)

25

1 CERTIFICATE OF REPORTER

2 I, TIFFANY C. KRAFT, a Certified Shorthand  
3 Reporter of the State of California, and Registered  
4 Professional Reporter, do hereby certify:

5 That I am a disinterested person herein; that the  
6 foregoing hearing was reported in shorthand by me,  
7 Tiffany C. Kraft, a Certified Shorthand Reporter of the  
8 State of California, and thereafter transcribed into  
9 typewriting.

10 I further certify that I am not of counsel or  
11 attorney for any of the parties to said hearing nor in any  
12 way interested in the outcome of said hearing.

13 IN WITNESS WHEREOF, I have hereunto set my hand  
14 this 17th day of November, 2003.

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